



## JOB DESCRIPTION

**Level: Professional      Load:100%      Service Period: Two years**

<b>Job Title:</b>	<b>Curriculum and Instructional Coaching Specialist</b>
<b>Grade:</b>	<b>M – Head of Student Services</b>
<b>Reports To:</b>	Director of Teaching & Learning
<b>Department:</b>	<b>Academics</b>
<b>Context/Scope:</b>	Rosslyn Academy provides a North American-curriculum, Christian educational program (preschool to 12) to families in Kenya. We welcome other students who are in harmony with Rosslyn values and who show evidence of potential for academic success and future leadership
<b>Purpose</b>	<p>The Curriculum and Instructional Coaching Specialist is responsible for guiding teachers on their teaching methods, conducting research and making recommendations for improvements, and evaluating existing curricula alongside teachers and administrators.</p> <p>They support teachers by developing and improving the instructional materials for courses. This position works closely with the DTL, principals, teachers, students, and parents.</p>
<b>Top 3-5 Accountabilities</b>	<p><b>Primary Duties under the leadership and guided by the Director of Teaching and Learning (DTL):</b></p> <p><b>Curriculum Specialist Duties</b></p> <ul style="list-style-type: none"> <li>● Facilitate the development of standards-based curriculum and conversations across all grade levels and subjects) including but not limited to developing/refining K-12 scope and sequences, supporting horizontal and vertical alignment, and ensuring coherence across grade levels.</li> <li>● Evaluate and improve units of instruction to meet curricular goals and academic standards.</li> <li>● Lead school-wide assessments and facilitate/monitor progress monitoring programs (i.e. MAP, DIBELS, Exact Path, etc.). This includes coordinating, scheduling, and providing teacher training and ongoing support.</li> <li>● Lead/monitor teams moving through phased curriculum review cycles (Research &amp; Auditing, Implementing, Monitoring, Evaluation &amp; Adjusting curriculum) including selecting and reviewing texts/materials for specific subjects.</li> <li>● Facilitate Subject Area Leader (SAL) meetings and ongoing conversations, supporting leaders with ongoing direction of subject area curriculum development.</li> <li>● Administer/monitor curriculum mapping software (Curriculum Trak, etc), ensuring curricular alignment and clarity, and reporting regularly on progress and areas for improvement.</li> <li>● Lead parent training sessions related to changes in curriculum and instructional practices.</li> <li>● Assist in developing and facilitating designated schoolwide professional development.</li> </ul> <p><b>Instructional Coach duties</b></p> <ul style="list-style-type: none"> <li>● Implement S.O.A.R - New Educator Support Program components (required coaching cycles, instructional planning assistance, and Faculty Formation participation) with all new teachers.</li> </ul>



	<ul style="list-style-type: none"> <li>• Develop and facilitate teacher workshops (Professional Development sessions, Lunch &amp; Learns, Physical/Virtual training) to increase teacher capacity in using student assessment data to drive instructional decisions and improve learning outcomes.</li> <li>• Assist teachers in developing and achieving SMART growth goals.</li> <li>• Engage teachers and teaching assistants (TAs) across all levels in professional development, focusing on improving instructional quality through a research-based Jim Knight coaching model.</li> <li>• Provide personalized or small group coaching sessions and modeling of research-based instructional practices to enhance classroom environments and student performance.</li> <li>• Serve as a resource for teachers seeking support in instructional methods but not as part of any official teacher improvement plan (unless requested by the teacher).</li> <li>• Assist teachers, parents, and administrators in making informed decisions that support students' individual academic growth</li> </ul> <p><b>Other Duties:</b></p> <ul style="list-style-type: none"> <li>• Participate as a member of the Academic Team as requested by the DTL</li> <li>• Perform other duties as assigned by the DTL</li> </ul> <p><b>All other duties as assigned; will take on additional responsibilities within reason.</b></p>
<p><b>Leadership Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• <b>Leadership:</b> Must be able to develop and lead initiatives as well as give guidance to and mentor the teachers with whom they work.</li> <li>• <b>Communication:</b> Must be able to clearly explain any changes in curriculum or instruction to teachers, principals, and school staff.</li> <li>• <b>Decision-making:</b> Must be able to confidently make informed choices about instructional methods and curriculum materials.</li> <li>• <b>Analytical thinking:</b> Must be able to evaluate student performance data, teaching strategies, and curriculum materials, and then make recommendations based on their analysis.</li> </ul>
<p><b>Qualifications and Experience Required</b></p>	<p><b>Preferred Qualifications and Proficiencies:</b></p> <ul style="list-style-type: none"> <li>• Demonstrated effective team-building and relationship skills.</li> <li>• A master's degree in a related field.</li> <li>• Minimum of 5 years of classroom teaching experience with success increasing student achievement. Experience across multiple grade levels and subjects is helpful.</li> <li>• Experience implementing standards-based curriculum and report card systems.</li> <li>• Familiarity with Advanced Placement, AERO/Common Core, Next Generation Science Standards, Structured Literacy and Writing models, and other North American standards/curricula.</li> <li>• Experience in developing common formative/summative assessments</li> <li>• Experience with professional development and coaching models such as Jim Knight, PLCs, Adaptive Schools, etc.</li> <li>• Proven ability to guide other educators in effective teaching strategies, especially differentiation techniques for diverse learners.</li> <li>• Strong written and verbal communication skills.</li> <li>• Ability to maintain confidentiality when handling sensitive information.</li> <li>• Experience leading school system change initiatives is preferred.</li> <li>• Professional temperament and resilience in the face of challenge; ability to navigate difficult situations with poise and perseverance.</li> <li>• Possesses a data-driven mindset and believes that data is essential for instructional planning and improvement.</li> </ul>

<p><b>Barriers to Success in Role</b></p>	<ul style="list-style-type: none"> <li>● Lack of ownership and understanding of Rosslyn’s mission and vision.</li> <li>● Lack of life congruent with the Basic Tenets of Rosslyn Academy.</li> <li>● Lack of ability to collaborate across departments within Rosslyn.</li> <li>● Lack of credibility and relationships with internal and external stakeholders of Rosslyn.</li> <li>● Lack of ability to drive continuous improvement and change whilst bringing people on the journey and continuing to deliver baseline performance.</li> <li>● Lack of high analytical, interpretative and decision-making skills</li> <li>● Inability to maintain confidentiality in their duties.</li> </ul>
<p><b>N.B.</b> (This is not necessarily an exhaustive list of all responsibilities, skills, duties, requirements, efforts or working conditions associated with the job. While this is intended to be an accurate reflection of the current job, management reserves the right to revise the job or to require that other or different tasks be performed when circumstances change (ie. emergencies, changes in personnel, workload, rush jobs, or technological developments)</p>	